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ABSTRACT

This paper outlines a seven-step program for helping teacher interns deal with classroom behavioral problems. In step 1, "preassessment of interns," interns indicate a lack of training in the area of behavior modification through discussion and classroom behavior. In step 2, "instructional objectives," interns observe and discuss principles of behavior modification. In step 3, "instructional alternatives," interns who do not attempt to incorporate behavioral modification techniques directly in their teams are encouraged to utilize other strategies to increase desirable classroom behavior. In step 4, "materials," a bibliography of books and films is recommended. In step 5, "postassessment," observation sheets and changes in the frequency of undesirable and desirable behavior are examined. In step 6, "remediation," individual team consultants are employed to implement successfully behavioral modification techniques. In step 7, "student feedback," intern representatives at future seminar-planning sessions are queried about this program. (PD)

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Behavior Modification

An Instructional Module

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I. Introduction

Classroom behavioral problems are experienced by Teacher Corps interns just as they are by all teachers. Interns, being generally inexperienced in teaching, need to develop their skills in modifying student behavior. They need practice in applying sound reinforcement practices to reduce or eliminate undesirable classroom behavior and to increase "on task" or desirable classroom behavior. They need practice in specifically defining classroom problems, accurately diagnosing causal factors, developing strategies to resolve problems and change behavior, implementing strategies, and recording, evaluating and modifying their strategies to increase the probability of occurrence of desirable classroom behavior.

II. Pre-Assessment

Talks with interns and observations of their teaching and classroom management problems indicated a lack of training in the area of behavior modification.

III. Instructional Objectives

1. Through the modes of discussion, films, video-tapes, reading, etc., interns will observe and discuss the principles of behavior modification; e.g., immediate and positive reinforcement principles, how to determine a positive reward, and the importance of the teacher being organized and prepared to reinforce appropriate classroom behavior.

2. Through the use of team consultants, interns will be encouraged to implement behavioral modification techniques in their teams.

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IV. Instructional Alternatives

Interns who do not attempt to incorporate behavioral modification techniques directly in their teams will be encouraged to utilize other strategies to increase desirable classroom behavior while at the same time decreasing the frequency of undesirable classroom behavior. For example, instead of systematically keeping written records of the incidences of certain kinds of behavior, some interns may choose to informally and periodically review individual or class progress at "progress report meetings" with team leaders, teachers, parents, etc. At these meetings, the use of "hard data" will be encouraged.

V. Materials

Brown, Duane, Changing Student Behavior, A New Approach to Discipline. Wm. C. Brown Company Publishers, 1971.

Meacham, Merle L. and Wiesen, Allen E. Changing Classroom Behavior: A Manual for Precision Teaching. International Textbook Company, 1969.

Schain, Robert L. Discipline, How to Establish and Maintain It. Atherton Press, 1963.

Schmuck, Richard; Chesler, Mark and Lippett, Ronald. Problem Solving to Improve Classroom Learning. Science Research Associates, Inc., 1966.

Webster, Staten W. Discipline in the Classroom, Chandler Publishing Company, 1968.

Wiener, Daniel N. Classroom Management and Discipline. F. E. Peacock Publishers, Inc., 1972.

Films

"Classroom Management" - University of Toledo Critical Moments Film.

"Behavior Modification" - Program #5, Franklin County Mental Health Association, Inc., Neil House, 41 South High St., Columbus, Ohio, 43215.

"Reinforcement Therapy" - Smith Kline French Laboratories Film, 1966.

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Video-Tapes

Video-taped presentations of classes in which behavioral modification is being implemented.

VI. Post-Assessment

The post-test will be to see how many interns actually attempt and how many actually successfully implement behavior modification techniques in their classes. Observation sheets and changes in the frequency of undesirable and desirable behavior will be examined.

VII. Remediation

Individual team consultants will be employed as needed to sucessfully implement behavioral modification techniques.

VIII. Student Feedback

At future Teacher Corps seminar-planning sessions, intern representatives will be asked:

Do we want to employ further cosultants in behavior modification?

If so, who and how regularly?

Are behavioral modification techniques being implemented in the teams?

If so, have they been effective? Why?

Is desirable student classroom behavior becoming more frequent?